# Where We Are In Place and Time

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| ELA Standards | **Reading**<br>LAFS.3.RI.1.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>LAFS.3.RI.1.2 – Determine the main idea of a text; recount the key details and explain how they support to main idea.<br>LAFS.3.RI.1.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.<br>LAFS.3.RI.2.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br>LAFS.RI.2.5- Use text features and search tools to locate information relevant to a given topic efficiently.<br>LAFS.3.RI.2.6- Distinguish their own point of view from that of the author of a text.<br>LAFS.3.RI.3.8- Describe the logical connection between particular sentence and paragraphs in a text.<br>**Language:**<br>LAFS.3.L.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br>LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word.<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root.<br>LAFS.3.1.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>LAFS.3.L.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>**Writing:**<br>LAFS.W.1.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a sense of closure<br>LAFS.3.W.1.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.<br>d. Provide a concluding statement or section<br>LAFS.3.W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |

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| Math Standards | Module 2 – Operations and Algebraic Thinking for Multiplication<br>MAFS.3.OA.1.1 – Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For an example, describe a context in which a total number of objects can be expressed as 5 x 7.<br>MAFS.3.OA.1.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br>MAFS.OA.1.4 – Determine the unknown whole number in a multiplication or division equations relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ___ ÷ 3, 6 x 6 = ?<br>MAFS.3.OA.2.5 – Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4= 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 =15, then 15 x 2=30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5=40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)<br>MAFS.3.OA.3.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 =40, one knows that 40 ÷5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.<br>MAFS.3.OA.4.8 – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br>MAFS.3.OA.4.9 – Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.<br>MAFS.3.NBT.1.3 – Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.<br><br>Module 3 Division<br>MAFS. OA.1.2 – Interpret whole number quotients of whole numbers, e.g. interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.<br>MAFS.3.OA.1.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br>MAFS.OA.1.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 =?<br>MAFS.3.OA.2.5 – Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4= 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 =15, then 15 x 2=30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5=40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5+2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)<br>MAFS.3.OA.2.6 – Understand division as an unknown-factor problem. For example, find 32÷8 by finding the number that makes 32 when multiplied by 8.<br>MAFS.3.OA.3.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 =40, one knows that 40 ÷5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.<br>MAFS.3.OA.4.8 – Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the |

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| | reasonableness of answers using mental computation and estimation strategies including rounding. |
| Science Standards | **SC.2.N.1.1** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.<br>**SC.2.N.1.2** Compare the observations made by different groups using the same tools.<br>**SC.2.N.1.3** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others<br>**SC.2.N.1.4** Explain how particular scientific investigations should yield similar conclusions when repeated.<br>**SC.2.N.1.5** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).<br>**SC.2.N.1.6** Explain how scientists alone or in groups are always investigating new ways to solve problems. |
| Social Studies | **SS.2.A.1.2** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.<br>**SS.2.C.1.1** Explain why people form governments.<br>**SS.2.C.1.2** Explain the consequences of an absence of rules and laws.<br>**SS.2.C.2.2** Define and apply the characteristics of responsible citizenship.<br>**SS.2.G.1.4** Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). |